

**SES PROVIDER APPLICATION****Part B****PROVIDER SERVICE SUMMARY**

This information will be available to parents, schools, and the general public. All parts must be completed.

**PROVIDER INFORMATION**

NAME OF PROVIDER:

Iveland School

MAILING ADDRESS:

1836 Dyer

CITY:

St. Louis

STATE:

MO

ZIP CODE:

63114-2499

PHONE NUMBER:

314-493-6074

FAX NUMBER:

314-426-7144

E-MAIL ADDRESS:

hilyardv@ritenour.k12.mo.us

**PRIMARY CONTACT INFORMATION**

NAME:

Dr. Veronica M. Hilyard

PHONE NUMBER:

314-493-6074

E-MAIL ADDRESS:

hilyardv@ritenour.k12.mo.us

**SERVICES****Provider status—check all that apply:**

- ☐ For-profit organization  
☐ Non-profit organization  
☐ Faith-based organization

- ☐ School district  
☒ School building  
☐ Individual  
☐ Other: \_\_\_\_\_

**Areas to be served by provider:**

- ☐ All school districts in Missouri  
☒ Specific districts or counties. Please list or submit attachment: Ritenour School District

**Number of sessions per week: 2****Minimum/maximum numbers:**Minimum number of students required before offering services: 0Maximum number of students to be served at a session (student/tutor ratio): 5:1**Cost per session: average of \$25 per hour****Proposed location of service delivery:**

- ☒ Student's school site (if negotiated with the district)  
☐ Provider site  
☐ Other--explain: \_\_\_\_\_

If service delivery is not at the student's school, is transportation provided? If so, is there a separate fee?  
(Note: Districts are not required to provide or pay for transportation).

NA

**Certification of instructors:**

- ☒ Baccalaureate degree in education  
☒ Baccalaureate degree in related field of instruction. Please list related field(s): See attachment 1  
☒ Reading Specialist  
☐ Other: \_\_\_\_\_

**Additional education and/or experience:**

- ☒ Masters level degrees or above in either reading or mathematics  
☒ Missouri teacher certificated/licensed teachers  
☒ Experience teaching students with specific disabilities  
☒ Experience teaching LEP students  
☒ Ability to speak languages other than English. Please list: Spanish, Hebrew, Arabic  
☐ Other: \_\_\_\_\_



**Tutoring subjects available:**

☒ Reading   ☐ Writing   ☒ Math

**Grade Levels Served:**

☐ K-2   ☒ 3-5   ☐ 6-8   ☐ 9-12

**Title or description of tutoring curriculum utilized:** See attachment 2

**Time of Service:**

☐ Before School  
☒ After School  
☐ Weekends  
☐ Summer  
☐ Other: \_\_\_\_\_

**Mode of Instructional Delivery:**

☒ Individual Tutoring  
☒ Small Group Instruction (2 to 5 students)  
☐ Large Group Instruction (6 to 10 students)  
☐ On-Line/Web-based  
☐ Other: \_\_\_\_\_

**Specifics of reporting to parents & school (check all that apply):****Method:**

☒ letters  
☒ phone calls  
☒ conference with parents  
☒ conference with parents & school  
☒ other: See attachment 3

**Frequency:**

☒ weekly  
☒ bi-monthly  
☒ monthly  
☒ other: See attachment 3

**Specific Student Populations Served:**

**If your organization has provided supplemental services to any of the following groups, please check the corresponding box.**

☒ Low-income students  
☒ Minority students  
☐ Migrant students  
☒ Limited English proficient students (LEP)  
☐ Indicate particular language(s) with which you have expertise \_\_\_\_\_  
☒ Special education students  
☐ Other—describe: \_\_\_\_\_  
☐ Please indicate if you wish to only be considered for service toward specific subgroups of children because of special expertise in some areas.  
Indicate subgroups: \_\_\_\_\_

**Effectiveness:**

**Give a brief summary of statistical data that demonstrates effectiveness of your program/services. (Appropriate data will be shared with parents).**

**See attachment 4**



**Iveland Elementary School (Ritenour School District) Supplemental Educational Services**

**Part B, Attachment 1**

**Certification of instructors:**

**Baccalaureate degree in related field of instruction. Please list related field(s):**

Learning Disabled, Mentally Handicapped, Behavioral Disorder, Physical Impairment, Early Childhood, Language Arts, Mathematics

**Part B, Attachment 2**

**Title or description of tutoring curriculum utilized:** AfterSchool Achievers Reading Club, Reading Advantage Program, First-Place Math, AfterSchool Achievers Math Club

**Part B, Attachment 3**

**Specifics of reporting to parents and school:**

Reporting Mechanism	Type of Report	Frequency	Responsible Party for Preparation and Execution
Telephone calls	Informal	As needed or desired (when available)	Teacher/Tutor Administrator
E-mail	Informal	As needed or desired (when available)	Teacher/ Tutor Administrator
Notes (Sent by post or by student backpack)	Formal (May be stand alone or may be attached to student work sample)	As needed or required	Teacher/Tutor Administrator
Written Progress Reports	Formal	Every 5 weeks	Teacher/Tutor (May include comments added by the Administrator)
Report Card	Formal	At the end of the 10 week session	Teacher/Tutor (May include comments added by Administrator)
Parent/Teacher Conference	Formal	At least, four times per year and at parent/guardian or teacher/tutor request for additional conferences.	All teacher/tutors working with the student



#### **Part B, Attachment 4**

**Effectiveness:** High quality after school programs offer students additional time to reinforce and increase their skills in mathematics and communication arts. Additional time devoted to these core subjects is linked to increased student achievement in the classroom (Miller, 1999). After school programs can also help students improve in areas of weakness that may not be addressed in a typical classroom (Thomas, 1984; Kane, 1994). RSD SES Program uses ongoing assessments to provide immediate feedback to the students and to assist the teacher/tutors in tailoring the instruction to meet the individual student learning plans.

RSD SES Program provides a non-threatening environment where children learn in individual and in small group settings. These opportunities lead to increased self-esteem and help students have better attitudes about learning. "Studies of students who attend high-quality programs for a significant period of time show improvements in academic performance and social competence, higher scores on achievement tests, lower levels of grade retention, improved school behavior, increased competence and sense as a learner, better work habits, fewer absences from school, better emotional adjustments and relationships with parents, and a greater sense of belonging in the community." (Miller, 1999).